Globally Competitive, Locally Engaged
Higher Education and Regions
19 - 21 September 2007
Valencia Spain
Welcome to the OECD Conference

The economic significance of higher education is great and it is growing. Globalisation is making the local availability of knowledge and skills and the transfer of technology and innovation more and more important.

In order to be globally competitive countries need to invest more not only in their national, but also in their regional innovation systems. Higher education can play a key role in this as a partner to business and industry, and local and regional authorities. Governments increasingly understand that higher education can and does make a significant contribution to regional development. But mobilising higher education effectively for regional development remains difficult and identifying and understanding how to improve the situation is a complex policy area.

In 2004, the OECD launched a comparative review of how higher education is being mobilised to support the social, cultural and economic development of regions. The experiences from the review of 14 regions in 12 countries and the earlier OECD work on territorial reviews, carried out by the Directorate for Public Governance and Territorial Development (GOV) are brought together in this conference and in the report Higher Education and Regions - Globally Competitive, Locally Engaged.

Angel Gurria
Secretary-General, OECD
www.oecd.org/secretarygeneral

Higher education has showed over the centuries its potential and ability to change and to encourage progress in society. Its impact on regional economies has always been important and a great national asset. The universities are widely recognised as significant players in economic and social development.

Our world is becoming increasingly knowledge-based so that higher education provides the crucial information infrastructure for the problem-solving capacity of a nation or a region. It is a key source of most innovation in the economy, society and culture of individuals, communities and nations.

The Technical University of Valencia is proud to host and support this high-level conference which will provide policy makers, relevant stakeholders, leaders and managers of higher education institutions with the opportunity to discuss the issues and challenges we are facing. The OECD review and its recommendations will constitute an essential ingredient for our future mission and will open new opportunities for the 21st century higher education.

Juan Juliá
Rector Magnifico
Technical University of Valencia
www.upv.es

This report provides policy and practice guidance not only to HEIs but also to regional and national governments. The OECD pilot project has also provided an opportunity for intense dialogue between higher education institutions and regional stakeholders.

I welcome all conference participants to discuss the key messages and outcomes of the review. I also welcome new regions to participate in the region-building process facilitated by the OECD.
Higher education institutions (HEIs) can play a key role in their regions. They are significant regional employers, they educate students and conduct basic and applied research that promotes enterprise formation and supports businesses, public services and cultural institutions.

OECD countries are now seeking to mobilise higher education to support more strongly their economic, social and cultural development. Initiatives to foster innovation and competitiveness draw on the “triple helix” co-operation between government, business and higher education institutions.

Bringing together policy makers and practitioners; public and private bodies concerned with regional development; leaders and managers of HEIs; and those responsible for community liaison and regional development at HEIs, this conference will look at ways in which HEIs can best contribute to the region building in the knowledge-based economy.

This conference will:

- Provide an opportunity for policy makers to reflect on the role of higher education institutions in regional development in the globalising knowledge-based economy.
- Help national and regional governments and HEIs to develop strategies for ensuring global excellence and local focus of higher education.
- Explore the strategic role of HEIs as drivers of regional economic, social and cultural development.
- Agree on the international follow-up work.

14 regions in 12 countries participated in the OECD project Supporting the Contribution of Higher Education Institutions to Regional Development. To find out more about the pilot project, the review process and the outcomes, visit our website: www.oecd.org/edu/higher/regionaldevelopment.

OECD is now in the process of identifying the second set of regions to participate in the review process which will look into the interplay of higher education and regions.

More information will be available after the Valencia Conference.
Mercedes Cabrera Calvo-Sotelo is the Minister of Education and Science of Spain. She has a PhD in Political Sciences and Sociology – Universidad Complutense (Madrid), and is a Professor of History of Political Thought and Social Movements there. A specialist in the History of Spain in the first half of the 20th century, Ms. Cabrera is the author of several books and many publications. Among her books: “La patronal en la II República. Organizaciones y Estrategia (1931-1936)” “Con luz y brillo: El parlamento en la Restauración (1913-1923)” “El poder de los empresarios. Política y economía en la España contemporánea 1875-2000”.

Mercedes Cabrera was elected Member of Parliament for the constituency of Madrid in March 2004, and was chair of the Education and Science Committee until her appointment as Minister of Education and Science in April 2006.

Ana Patricia Botín worked for J.P. Morgan in their Treasury and Latin American Departments in Madrid and New York. She was appointed Vice President in 1987. Upon joining Banco Santander in 1988, Ms. Botín led the Bank’s international expansion in the 1990’s being responsible for the Latin American, Corporate Banking, Asset Management and Treasury areas. She is the Chief Executive Officer of Banco Santander de Nuevos and a member of Banco Santander’s Executive Committee since 1989 and its Management Committee since 1992.

Since 2002, Ms. Botín has been the Chairman of Barcelo, which under her leadership has consolidated its position as Spain’s 4th leading bank, with a clear commitment to innovation and SMEs. Between 2002 and 2007 the return for the shareholder has been 170.21%. Ms. Botín is also Member of the board of directors of INSEAD and_cleanup_last_paragraph_2013 and member of the Advisory Board of the New York Stock Exchange and the Inter-American Development Bank, as well as the Europe Group and the Tripartite Committee; and Founder and Chairman of the “Empresas y Desafíos” (Company & Growth) and “Conocimiento y Desarrollo” (Knowledge & Development) Foundations.

Mark Drabenstott, is the Director of RPFR, Center for Regional Competitiveness University of Missouri-Columbia and the chair of the OECD’s Territorial Development Policy Committee, the premier global forum on regional development policy. In 2000 he was selected to chair a U.S. Department of Commerce advisory panel that conducted the first major review of federal economic development in 40 years. He has also advised the World Bank.

Drabenstott has engaged in topics related to regional development and related policies throughout his career. He spent 25 years in the Federal Reserve System, and led the creative team that created the Center for the Study of Rural America. He has been a prolific researcher, writing more than 150 articles and editing 10 books. He has shared his economic and policy insights widely. He has given more than 1000 presentations to audiences throughout the United States and beyond. He has also been invited to share his policy insights with the Congress on numerous occasions.

Drabenstott was named the founding director of RPFR’s national Center for Regional Competitiveness in September 2006. It helps regions craft world-class development strategies for competing in the global economic race. The Center’s products help regions understand where they stand in that race, diagnose their new competitive advantage, and sustain innovative models of regional governance.

Sir Howard has unparalleled experience of the University sector in the United Kingdom. Currently, Vice-Chancellor of the University of the West of England, Howard Newby has been appointed Vice-Chancellor of the University of Liverpool. He was Chief Executive of the Higher Education Funding Council for England between 2001 and 2005. His previous positions include: the Vice-Chancellor of the University of Southampton; the Chairman, and latterly Chief Executive, of the Economic and Social Research Council. Sir Howard was President of Universities UK (1999 to 2001) and President of the British Association (2001-2002). His other academic posts include professor of sociology at the University of Essex and visiting appointments in Australia and the United States; and was professor of sociology and rural sociology at the University of Wisconsin-Madison (1980-83).

Sir Howard was awarded a CB (Commander of the British Empire) in 1995 for his services to social sciences and a knighthood in 2000 for his services to higher education. Sir Howard has published many books and articles on social change in rural England and was for eight years a Rural Development Commissioner, a member of the Government body responsible for the economic and social regeneration of rural England.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.00</td>
<td>Registration opens</td>
</tr>
<tr>
<td>12.00</td>
<td>Bus transfer from conference hotels to conference site</td>
</tr>
<tr>
<td>13.00 - 15.00</td>
<td>OPEN BUFFET</td>
</tr>
<tr>
<td>15.15 - 17.00</td>
<td>Welcome</td>
</tr>
<tr>
<td>17.00 - 17.30</td>
<td>BREAK</td>
</tr>
</tbody>
</table>

**Wednesday 19 September**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
Sir Howard Newby, Vice-Chancellor, University of the West of England.  
Followed by a question & answer session |
| 18.30    | Bus transfer to Las Arenas                 |
| 19.00 - 20.30 | DRINKS RECEPTION                          |
| 20.30    | Bus transfer to conference hotels          |

**Opening Address**

Angel Gurría, Secretary-General, OECD
Introduced by Fernando Ballester Díaz, Ambassador, permanent representative of Spain to the OECD
### Programme day 2

#### Thursday 20 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Bus transfer from conference hotels to conference site</td>
</tr>
</tbody>
</table>
| 9.30 - 10.00 | Presentation of the work of the OECD Programme on Institutional Management in Higher Education  
- Marijk van der Wende, Chair of the IMHE Governing Board  
- Richard Yelland, Head of OECD/IMHE |
| 10.00 - 11.00 | Supporting the contribution of HEIs to regional development: Outcomes of the OECD review project of 14 regions in 12 countries  
- John Goddard, University of Newcastle upon Tyne, UK  
Followed by a question & answer session chaired by Barbara Ischinger, Director of Education, OECD |
| 11.00 - 11.30 | BREAK |
| 11.30 - 13.30 | HEIs and regions: reflecting on the outcomes and recommendations of the OECD project  
Panel discussion moderated by: Michael Shattock, University of London, UK  
Panelists will include:  
- Emilio Barberá Guillen, Secretario Autonómico de Universidad, Ciencia y Tecnología, Valencia Region, Spain  
- Natalija Kazlauskiene, European Commission - DG Regional Policy  
- Minister Christoffer Taxell, Chancellor, Åbo Akademi University, Finland  
- Christine Scholz, European Students’ Union |
| 13.30 - 15.00 | LUNCH |

#### Thursday 20 September

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 15.00 - 16.30 | Successful HE regional engagement  
Breakout session on three themes:  
- WG1: Higher education institutions and business innovation in the regions  
- WG2: Higher education institutions and human capital development in the regions  
- WG3: Higher education institutions and social, cultural and sustainable development in the regions |
| 16.30 - 17.00 | BREAK |
| 17.00 - 18.30 | Broadening the perspective: tying the local to the global in the knowledge-based economy.  
Roundtable session moderated by: Marijk van der Wende, Chair of the IMHE Governing Board  
Panelists:  
- Paul Callaghan, The Leighton Group, UK  
- Mark Drabenstott, University of Missouri - Columbia, OECD Territorial Development Policy Committee  
- Daniel Samoilovich, Association Columbus and Torino Wireless Foundation  
- Diem Ho, IBM Europe, Middle East and Africa |
| 18.30 | Bus transfer to conference hotels |
| 19.30 | Bus transfer from conference hotels to gala dinner |
| 20.00 - 22.30 | **GALA DINNER** at El Huerto de Santa Maria, on the Valencian orchard. Bus transfer to conference hotels afterwards. |
### Programme day 3

<table>
<thead>
<tr>
<th>Friday 21 September</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.30</strong></td>
</tr>
</tbody>
</table>
| **9.15 - 10.30** | Enhancing the contribution of higher education to regional development  
- Breakout session on three themes (see pp. 9-10)  
- **WG1**: Governance and management of higher education institutions  
- **WG2**: Capacity building: brokers and facilitators in regional development  
- **WG3**: Evaluation and measurement of outcomes of the third task and regional engagement of higher education institutions |
| **10.30 - 11.00** | BREAK |
| **11.00 - 12.30** | Implications for policy: Unlocking the potential of higher education  
Panel discussion moderated and summarised by: Jean-Paul de Gaudemar, Recteur, Université d’Aix-Marseille, France  
Panelists:  
- Rachel Bard, Deputy Minister of the Department of Post-secondary Education, Training and Labour, New Brunswick, Canada  
- Seok - Hwan Oh, Executive Director BK21 - NURI Management Committee, Korea Research Foundation, Korea  
- Alins McGuinness, Senior Associate, NCHEMS, US. |

<table>
<thead>
<tr>
<th>Friday 21 September</th>
</tr>
</thead>
</table>
| **12.30 - 13.00** | Conclusions and next steps  
- Barbara Ischinger, Director of Education, OECD  
- Mario Pezzini, Deputy Director, OECD Public Governance and Territorial Development |
| **13.00 - 15.00** | **LUNCH**  
Giant paella will be served in the Technical University garden. The chef will be Galbis, who holds the Guinness Record for the largest paella: for 110000 people! |
| **15.15** | Bus transfer to conference hotels |

This information was correct at the time it went to print.  
Organisers reserve the right to change the speakers or the schedule at any time.  
Conference materials will be available at the conference  
Website: [www.oecd.org/edu/imhe/va](http://www.oecd.org/edu/imhe/va) and [www.oecd.org/edu/imhe](http://www.oecd.org/edu/imhe)
**Work Group 1**

**Thursday 20 September**

**Chair**

Patrick Dubarle, OECD

HEIs and business innovation in the regions

Innovation is a key catalyst for productivity and economic growth in the knowledge-based economies. More than half of all total growth in output across the developed world results from innovation as economies become more knowledge-intensive, the proportion increases. This session looks into examples across OECD countries where HEIs have contributed to business innovation in their regions.

**Regional growth through collaboration; Sweden after the review: action at all levels**

- Per Fredriksson
  Karlstad University, Sweden
- Anders Öllson
  Region Värmland, Sweden
- Susanne Andersson
  Vinnova, Sweden

Sweden depends on high technology industries and has over the years developed a full scale innovation system. Through the recently launched “Key Actors Programme” HEIs are supported to establish a more professional infrastructure for collaboration with trade and industry and commercialisation of research results as well as to develop an entrepreneurial culture within the university organisation. This presentation highlights the Swedish innovation system from three perspectives: national, regional and that of a higher education institution. It also sheds light on the impact that the OECD review project has had at different levels.

**Knowledge House: serving the business sector in the North of England**

Oisin MacNamara
Northumbria University, UK

The North East of England has experienced a significant change moving from the heavy industries to a burgeoning SME population and developing knowledge economy.

Knowledge House [KH] is a joint effort of the universities to help companies access university skills, expertise and specialist resources. It offers solutions for developing ideas and solving problems through collaboration, consultancy, training and research. KH receives over 1000 enquiries from client companies and delivers around 300 client contracts on an annual basis and has a business growth of 25%. KH collaborates with other business support agencies and the Regional Development Agency through formal agreements and joint appointments.

**Universities and Community Colleges: Key contributors to business innovation in Atlantic Canada**

Cyril Farrell
Atlantic Provinces Community College Consortium, Canada

-Wade Locke
Memorial University of Newfoundland, Canada

Atlantic Canada with four provinces and a total population of 2.3 million people, has 19 universities and 4 community college systems. In addition to their teaching and research mandates, the HEIs contribute to business innovation in the region. This presentation highlights how HEIs connect with businesses, governments and communities to enhance regional development through partnerships, innovative practices and funding models such as the Atlantic Innovation Fund. It will also reference challenges that influence institutional approaches to regional issues and the importance of dialogue at all levels of influence to move the agenda forward.

**Science and technology policies and policy: A comparative look at efforts to bolster innovation**

- John Aubrey Douglass
  UC Berkeley, US

This presentation will review new science and innovation initiatives in the US and the EU to examine the growing expectations government, industry, and the HE sector, evidence of successful policies and funding investments, and the influence of an emerging politics of science and technology – including the differences and similarities of developing and more developed economies.

---

**Work Group 2**

**Thursday 20 September**

**Chair**

Helen Garnett,
Charles Darwin University, Australia

HEIs and human capital development in the regions

Differences in productivity and competitiveness across countries and regions can be explained by differences in skills and educational attainment. More than a third of working age adults have low skills in the OECD area. Due to ageing population, changing skills requirements in the working life and restructuring of economies, there is a stronger pressure to enhancing lifelong learning and guaranteeing wider access to education. This session looks into innovative solutions in increasing human capital in regions.

**Lapland’s Provincial University: Building human capital and supporting innovation in a sparsely populated remote region in Finland**

- Eero Pekkarinen
  Kemi-Tornio University for Applied Sciences, Finland

Provincial University of Lapland, a consortium of four Finnish HEIs, supports regional development through a wide range of mechanisms: open education, degree and non-degree education, professional development, expert and R&D services as well as foresight and evaluation services. It reaches out to remote communities with the help of distance learning and contact education and takes advantage of already existing facilities in the regions. Provision of services is based on regional needs which focus around upgrading the tourism industry. Learning and development needs have been mapped in each of the four sub-regions in collaboration with a wide range of public and private stakeholders.

Similar initiatives, spurred by the Finnish Ministry of Education, have emerged in other regions.

**Increasing Higher education attainment - emerging policy agenda in the US**

- Dewayne Matthews
  Lumina Foundation for Education, USA

Changes in the global economy are placing a strong emphasis on high-skill jobs, with the consequence that increasing higher education attainment is necessary for nations to maintain or improve their economic performance. The United States is one of only two OECD countries with lower rates of HE attainment for young adults than for older adults. Increasing HE attainment will require significant changes to state and federal policy.

The emerging policy agenda includes ensuring that high school graduates have the necessary preparation and support to be successful in college and the workplace, assuring access to affordable high quality higher education, expanding adult education, improving accountability systems and ensuring that higher education outcomes meet individual and workforce needs.
Climbing down from our ivory towers: working in our community with enlightened self interest

Sal Brinton
Association of Universities in the East of England, UK

Penny Wilson
Cambridge University, UK

The University of Cambridge and the ten HEIs in the East of England believe that the old adage of “Town and Gown” communities living their lives in separate and parallel tracks is outmoded. The HEIs collaborate with the East of England Development Agency, their local authorities, as well voluntary and community groups to understand and map how universities contribute to their communities. Community engagement ranges from knowledge transfer and cutting-edge education to university staff volunteering in schools. It includes a wide range of activity by students and academics contributing to the well-being of their community.

The University of Cambridge has researched its own community engagement, showing the myriad ways in which it contributes to its local, regional and global communities. It also quantifies this in terms of value to the local and regional economy – and the results are startlingly impressive.

Region building in Korea through cross-border higher education: The Case of Handong Global University

Young-Gil Kim
Handong Global University, South Korea

Within a single generation Korea has transformed itself from a major recipient to a donor country. Investments in human capital development have been driving the country’s economic miracle. Established in 1995, Handong Global University (HGU) in Pohang aims to be student-focused and market-driven HEI which is geared towards globalising knowledge economy and digital world. From its inception, HGU has focused on the cultivation of global leadership capacities. Its graduates are mainly employed by SAMSUNG, LG Electronics, and multinational companies and they contribute to global market development of the company, which can be located in the region.

In 2007, HGU was designated as the host university for the UNESCO UNITWIN Network Program for Capacity Building for Sustainable Development in Developing Countries in Asia.

Higher Education’s role in Sustainable Development: what is possible and what has been achieved?

- Andy Johnston
  Forum for the Future, UK

Since the first UN Earth Summit in Stockholm in 1972 the importance of education for sustainable development has been recognized but the progress has been patchy, particularly in HE. To address this challenge OECD/UNESCO launched in 2005 a pilot project 15 HEIs throughout the OECD called “Higher Education for Sustainable Development” (HESD) in partnership with Forum for the Future (F4F).

The results identified the triple bottom line as the main conceptual model of sustainability, numerous implementation frameworks and good practice examples from different regions in Australia, Americas, Asia and Australia. They indicate that sharing good practice through networks, self-assessment and peer review will help HEIs to improve their performance on sustainable development.

HEIs and the creative and cultural sector in regions: Case study of NE England

- Helen Pickering
  Universities of the North East, UK

The creative and cultural industries sector is one of the fastest growing areas of the UK economy. Since 1997 it has grown at around twice the rate of the rest of the economy. This session will examine the recent debate on the contribution of this sector to economic and social development. It will discuss its relevance to regional development and how higher education can best contribute to the development of this sector in its own locality.

Based on work done by the Unis4ME, this session will examine critical success factors, including understanding the importance of the characteristics of this sector, the national and regional policy context, gaining higher education’s institutional commitment and delivery, and how to best secure partnership, engagement necessary for successful working with the creative and cultural industries.

Ensuring sustainable development of Korean regions: Participation of HEIs in after-school programmes

- Jang-Soo Ryu
  Policy Advisor/Professor, Ministry of Education and Human Resources Development/ Pukyong National University, Korea

Sang-Hoon Bae
Director, International Cooperation Team, Human Resources Policy Office, Ministry of Education and Human Resources Development, Korea

Eugene Yoon
Korea Education Development Institute, Korea

The after-school programmes of local schools have been strongly supported in South Korea since 2006. To guarantee access of disadvantaged students to quality programmes, the government is providing USD 215 million to elementary and middle and high schools nationwide during 2007. Because of limited resources of the local schools, regional stakeholders have been asked to support the programmes. Thanks to local universities excellent educational facilities and teaching resources are available to schools in disadvantaged regions.

This presentation presents the role of local HEIs in implementing after-school programmes and educational outcomes of some pilot studies highlighting the Pusan Nam-gu District Project which draws together a wide range of local HEIs, regional governments and societies. The presentation suggests that participation of local universities in after-school programmes improves the educational opportunities of disadvantaged students and strengthens social capital of the regions.

Mandatory Social Service in Mexico: Students as change agents in regions

- Mario García-Valdés
  Autonomous University of San Luis Potosí, Mexico

Mexican students are required to perform 480 hours of public service as a graduation requirement in higher education. This presentation highlights the concept of Student Social Service as a mechanism for region building.
Parallel Work Groups on Friday 21 Sep 2007

Work Group 1
Friday 21 September

Chair
Richard Yealand, OECD/IMHE

Governance and management of HEIs

Developing entrepreneurial universities is an objective of the new higher education policies in many countries. In practice, however, HEIs often have limited autonomy in terms of their mission, academic profile and management of human resources and infrastructure. What tools can governments use to steer HEIs to enhance their contribution to economic, social and cultural development in the region? How can individual HEIs reform their management to respond to the new challenges?

Lessons learnt in management and governance: A comparative look at HEIs in three regions in Canada, Mexico, Brazil

- Francisco Marmolejo
  Consortium for North American Higher Education Collaboration (CONAHEC)

This presentation will highlight the findings of the OECD review of HEIs and regions in the State of Nuevo León (Mexico), in Northern Paraná (Brazil) and in Atlantic Canada in matters related to management and governance at the institutional level. It will explore how policy environments at the national, regional and local levels shape governance and management of both HEIs and regional higher education authorities. Specific examples, good practices and lessons learnt will be presented and discussed.

Balancing competing agendas: the dilemma of the modern university. The USG experience

Bill Lovegrove
University of Southern Queensland, Australia

A major thrust of the Australian government’s HE policy is to encourage sector diversification through encouraging individual institutions to adopt their own clear and unique identities. This poses many challenges and opportunities for new generation regional institutions trying to position themselves in an increasingly competitive HE market while continuing to meet their obligations and remain relevant to their local communities. USQ’s experience in pursuing its vision as a flexible transnational educator will be explored within the context of these potentially competing agendas.

Transforming a HEI into a responsive and entrepreneurial institution – experiences from Charles Darwin University

Helen Garnett
Charles Darwin University, Australia

In Australia, many of the regional and outer metropolitan universities are placing a stronger focus on developing the capacity and capability of their regions. Almost all are emphasising specific areas for research specialisation and focus. This presentation looks how Charles Darwin University has changed its management and leadership in order to become more responsive to needs arising from the region.

Work Group 2
Friday 21 September

Chair
José-Gínés Mora, UPV

Capacity building: brokers and facilitators in regional development

Successful partnerships between higher education and the region depend on the capacity building within the higher education institutions as well as regional leadership and collaboration. This session will discuss the role of the brokers and facilitators in making higher education more relevant to the regional needs. Different models will be discussed, ranging from federal/national government instruments to higher education associations.

Brokers and facilitators in the development of Atlantic Canada

Elizabet Beale
Atlantic provinces Economic Council (APEC), Canada

Waris AuCoin
Atlantic Canada Opportunities Agency (ACOA), Canada

This presentation focuses on two aspects contributing to HEIs’ capacity in regional engagement in Atlantic Canada i.e. the federal government’s role and the mechanisms between HEIs. The federal government’s role is highlighted by focusing on ACOA and its Atlantic Innovation Fund. Initiatives include Springboard Atlantic which facilitates knowledge transfer from HEIs to the region’s private sector, the Trade Internship program and various entrepreneurship initiatives such as the University Business Development Centre. The horizontal organisations linking HEIs and stakeholders include the Atlantic Association of Universities, the Atlantic Universities Community College Consortium and the Maritime Provinces Higher Education Commission. The presentation also focuses on initiatives that individual HEIs have put in place, such as the Genesis Centre at Memorial University and the Coody Institute at St. Francis Xavier University.

The role of higher education regional associations (HERAs) in regional development: case study of "Universities for the North East" (England)

Helen Pickering
Executive Director, Universities of the North East, UK

The nine regions of England have higher education regional associations (HERAs) that promote the role of HEIs in their areas. This session describes some of these experiences and discusses the potential role of HERAs in the context of the development of the universities for the North East. It will present the potential mission and role of HERAs and the range of activities they could involve themselves in. It also looks at a number of critical success factors including national and regional policy contexts, institutional and regional stakeholder engagement and managing issues of institutional collaboration and competition.

Constructing engagement between a provincial government and regional consortia of HEIs in South Africa

Judith Favis
University of Cape-Town, South Africa

Robert Woodward
Cape Peninsula University of Technology
Johann Groenewald
University of Stellenbosch

In South Africa national policies emphasise the need for HEIs to enhance their contributions to addressing development challenges. Whilst many staff engage in fulfilling this role in exciting and dynamic ways, most institutions are still in the process of formulating policies and procedures to achieve better alignment between the needs of the country and the educational offerings and research. This paper describes the processes that were initiated by the Premier of the Western Cape Provincial Government and a Consortium of HEIs to organise a summit, involving senior leadership in the provincial government and HEIs, on the role of higher education in development. The summit was designed to build support for establishing mechanisms for ongoing engagement. The paper describes how subsequent processes have led to the identification of collaborative projects to support growth and social cohesion and to address skills needs. Challenges in constructing engagement under conditions of mutuality are highlighted.

Fundación CyD as a broker between business and Spanish universities.

• Marti Parellada
  Fundacion CyD, Spain

This presentation highlights the key role of the CyD Foundation in brokering between universities and the business sector in Spain. Established in 2002 by a group of major businesses, Fundación CyD analyses and promotes the contribution of Spanish universities to the economic and social development and enhances the university-business interface. The foundation implements a number of methods to do this: it generates and disseminates knowledge and information through surveys, studies and publications. It provides a forum for debate and opinion creation and collaborates with partner organisations for the promotion of change in the Spanish universities. Its pioneering annual report, the CyD report, focuses on the analysis of the universities’ contribution to development and provides recommendations for the universities, enterprises and public organisations.

Globally Competitive, Locally Engaged
Higher Education and Regions
Measure, metrics and methods: New approaches to capturing the impact of Higher Education in UK

Ursula Kelly
University of Strathclyde, UK

This presentation highlights UK work on the development of output measurements for HEIs. It presents findings from new research in Scotland on measuring elements of HEI knowledge transfer activity which have not hitherto been captured in traditional approaches. This research seeks to estimate the value of the outputs of HEI community engagement, cultural outreach and public policy advisory activity. It applies fundamental welfare economic principles to the assessment of HEI outputs.

The paper also draws attention to the research being undertaken across the 9 different projects which form part of a Economic and Social Research Council (ESRC) initiative on the "Impacts of HEIs on regional economies" in 2007-2010. The initiative aims to increase the knowledge base of how HEIs impact on their regions and to assist policy makers to understand the key impacts generated by HEIs. The projects use different methodological approaches and focus on different aspects of the HEI-region interface – including business interaction and innovation and community engagement and social transformation.

Benchmarking university community engagement: Development of a national approach in Australia

Steve Garlick
University of Sunshine Coast, Australia

The Australian Universities Community Engagement Alliance (AUCEA) takes a national approach in supporting universities to strengthen their engagement relations with their local and regional communities. It has membership comprising 33 of the 38 public universities. Over the past year AUCEA has developed a national approach to benchmarking university community engagement within a quality management framework. The approach has resulted from consultation among member universities, a review of international literature and piloting across a diverse sample of universities.

The benchmarking framework comprises quantitative performance measures and an on-line qualitative community perceptions survey. The quantitative measures comprise 5 high level goals and around 25 performance measures. The complete package is expected to be available from the beginning of 2008 with the first round of benchmark assessments for members to be available later in 2008.

Measuring impact and social interaction of universities in Finland

Jukka Lahtonen
University of Jyväskylä, Finland

This presentation is based on the work of the expert team invited by Finnish Ministry of Education to develop criteria and evaluation framework for societal and economic engagement for use in university performance management. The presentation highlights forms of societal and economic engagement, maps indicators in the light of national and international examples and assesses the relevance, limitations and possible effects of different indicators. It also proposes an assessment framework and a set of outcomes measurements which take account of key factors linked to strategic planning and resource allocation.

The model takes account of the operational circumstances of universities and their strategic choices, with consideration of comparability and national aims and with the aim to strengthen university autonomy. At the core are 5 assessment baskets: (1) innovation, (2) labour market, (3) socio-ecological development, (4) regional operational environment, and (5) societal debate (incl. policy and decision making).
Social programme

**Day 1: Wednesday 19 September**

- **18.30** Bus transfer from conference site to drink reception.
- **19.00** Welcome reception
- **20.30** The welcome reception will be held at Hotel Las Arenas Balneario Resort. The new 5-star luxury hotel situated in front of the Las Arenas beach. Transport to conference hotels afterwards. Cost included in the conference fee.

**Day 2: Thursday 20 September**

- **18.30** Bus transfer from conference site to conference hotels
- **19.30** Bus transfer from conference hotels to gala dinner
- **20.00** Gala Dinner
- **22.30** Participants are invited to attend the gala dinner at El Huerto de Santa María, on the Valencian orchard. Dinner will include a welcome cocktail (held outdoors), a four-course meal and red and white wine. A traditional show will be presented.

**Day 3: Friday 21 September**

- **13.15** Giant paella
- **15.00** Participants are invited to enjoy a giant paella in the Technical University gardens. The chef will be Galbis, who holds the Guinness Record for the largest paella: for 110000 people! Cost included in the Conference fee.

**Social Activities not included in the conference price**

1. Bike ride through the City of Arts and Sciences and Green Turia Gardens (16 €). End time: 17.30
2. Walking tour through the Historical Valencia (13.50 €)
3. Visit to the Oceanographic Park (no guide, 24 €).

These tours can be booked during the conference. Please contact Registration desk.
Organisers, Hosts and Sponsors

**IMHE**
The Programme on Institutional Management in Higher Education (IMHE) is part of the work of the Organisation for Economic Co-operation and Development, within the Directorate for Education.
IMHE is a membership forum serving policymakers in national and regional authorities, managers of higher education institutions and researchers. It provides strategic analysis and advice on institutional development and promotes exchange of information and expertise in the management of higher education.
www.oecd.org/edu/imhe
IMHE@oecd.org

**Ministry of Education and Science**
At the Ministry of Education and Science, the Directorate General for Higher Education is responsible for establishing the legal framework for Higher Education and the international relationships of Spanish Higher Education. The DG is also responsible for mobility grants for academic staff, post-doc and doctoral students. It also has a section for studies of Higher Education. Furthermore, it is directly responsible for the Distance University.
www.mec.es

**Generalitat Valenciana**
The Region of Valencia is one of the seventeen autonomous regions in Spain. The “Generalitat Valenciana” is constituted by the political institutions of the Valencian Community: the Valencian Parliament, the President, the Valencian Government, and other institutions.
www.gva.es

**Centre of the Study of Higher Education Management**
The Centre for the Study of Higher Education Management (CEGES) is a platform for the analysis of higher education management and training for present and future higher education managers.
www.ceges.upv.es

**Technical University of Valencia**
The Technical University of Valencia (UPV) is a dynamic and innovative public higher education institution, whose main activities are research and teaching and which maintains strong links to its social environment and foreign countries. Presently, the UPV has 35000 students and 4000 academic and administrative staff.
www.upv.es

**Fundación CYD**
Established in 2002 by a group of outstanding Spanish companies the CYD Foundation analyses and promotes the contribution of universities to the economic and social development of Spain and enhances the bonds between universities and businesses.
www.fundacioncyd.org

---

Globally Competitive, Locally Engaged
Higher Education and Regions
Conference registration
Conference registration takes place at the conference site lobby.
Opening hours:
- Wednesday 19 September: 11.00 - 18.00
- Thursday 20 September: 9.00 - 18.00
- Friday 21 September: 8.30 - 11.00

Conference language and interpretation
The conference language is English. Interpretation Spanish-English-Spanish is provided in all plenary sessions. In addition the welcome session will be interpreted into French.

PCs, WiFi and conference participant information board
PCs will be available in the conference site lobby. You can also use WiFi everywhere in the Technical University. The Pincode will be provided at the conference desk.

Conference participant information board
will be in the vicinity of the registration desk. You can leave messages to other conference participants.

CONFERENCE VENUE

Meeting point

Building "Edificio Rectorado"

Conference Centre "Paraninfo"
Main entrance to the conference street: Avenida de los Naranjos “Avinguda dels Tarongers”. Enter to the University Campus between meeting point 14 and meeting point 13.

The OECD Conference will take place in the Conference Centre "Paraninfo" at the Universidad Politècnica de Valencia, in the main campus of the university: Campus de Vera. This venue is located in the north of Valencia, near the seashore. It takes only a short ride to reach the historic centre of the city, the museums and other places of interest.

Please note that the “Universidad Politècnica de Valencia” is at the north side of Av. de Los Naranjos (Avinguda dels Tarongers); another university- “Universidad de Valencia” is at the south side!

Transportation to and from the conference venue and the conference hotels will be provided for participants staying at the conference hotels offered (see programme).
You can also use public transportation:
- Tram: take line 4 (blue) and get off at “Universidad Politécnica”. From the stop walk by Av. de Los Naranjos (Tarongers) to the east until you reach the “Universidad Politécnica" (meeting point 13). Turning left you will enter the University Campus, walk by towards the “Rectorado” building (meeting point 1).
- Bus: take bus 9, 18, 29, 30, 40, 41 or 71. Get off at “Universidad Politécnica”. Walk to the University meeting point number 13. Enter the University Campus and walk towards the “Rectorado" building.
- Taxi: Ask the taxi driver to take you to the “Rectorado” building of the “Universidad Politécnica".

Globally Competitive, Locally Engaged
Higher Education and Regions
Local organisation:
Center for the Study of Higher Education Management (CEGES)
Universidad Politécnica de Valencia
Edificio 6G, 1ª planta
Camino de Vera s/n
46022, Valencia, Spain
Tel. (+34) 963.879.094
Fax (+34) 963.879.627
E-mail: ceages@upv.es

Conference content:
OECD/IMHE
2, rue André Pascal
F-75175 Paris Cedex 16
France
Tel.: +33.1.45.24.92.24
E-mail: imhe@oecd.org
www.oecd.org/edu/imhe

Project on Supporting the Contribution of Higher Education Institutions to Regional Development:
www.oecd.org/edu/higher/regionaldevelopment
Tel: + 33.1.45.24.16.61
E-mail: jaana.puukkala@oecd.org

Conference website:
www.oecd.org/edu/imhe-valencia